



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

integration are preceded by chapters treating the subject by means of particular examples handled by graphic, arithmetic, and intuitional methods.

As to subject-matter, the work is distributed as follows: logarithms and plane trigonometry, pp. 1-47; use of formulæ, and miscellaneous equations and identities (variation, mensurational formulæ, linear and quadratic equations, partial fractions), pp. 48-77; plotting of functions, pp. 78-126; determination of laws from experimental data, mean values, pp. 127-69; differentiation, and applications, pp. 170-233; indefinite and definite integrals, pp. 234-75; vector algebra, pp. 276-308; solid co-ordinate geometry and applications, pp. 309-61; partial differentiation, miscellaneous methods of integration, some partial differential equations of applied physics, pp. 362-95; examination papers, answers, tables, pp. 396-438.

The work is well written and well illustrated. The figures and tabular matter are large and clear; but the type used is too small and decidedly trying to the eye in protracted use. True, the book is already quite large, and an appreciable increase in the size of the type would make it bulky; but considerable space could be gained by reducing quite materially the scale of the figures, and setting the tabular matter in more condensed form.

The work is well suited for use as text in courses in calculus conducted with the purpose of laying dominating stress on graphic, computational, experimental, approximative treatment; and all teachers of calculus will find in this book a rich fund of exercises which can be drawn upon for practical problems in connection with any introductory course in the subject.

J. W. A. YOUNG.

UNIVERSITY OF CHICAGO.

Lessons in English. By FRED N. SCOTT AND GORDON A. SOUTHWORTH. Boston: Benj. H. Sanborn & Co. Book I, pp. 238; Book II, pp. 371.

Lessons in English is a two-book course in English for the elementary school. With the considerable variation in the English courses of the schools in mind, the authors announce in their preface that Book I may be used for two or three years within Grades III-VI, and that Book II provides systematic lessons in grammar and composition for the three higher grades. The aims are stated to be to create a liking for good literature, to help children to talk and write more freely, to make them more and more observing, to make correct expression habitual, and to place before the student an orderly and intelligible statement of the principles that determine the structure of words and sentences.

The authors of these books are well known by their previous work in the field of English, and the reader finds, as might be expected, many familiar features and devices. Among these are the emphasis upon oral language, the use of models for inductive study, the comparison of pictures, and the suggestive leading question. The emphasis upon letter-writing is wisely placed, and the exercises for practice in composing letters and business forms are very ingenious and practical. There is also a gratifying recognition of the natural interests of children; the practice called for will, for the most part, arouse the willing activity of the learner. The attempt to maintain a balance of literary English and good current speech is to be commended.

Book I is, on the whole, more sound and attractive than Book II. The analytic order of treatment has been adopted in the grammar, it is true, but the arrangement of the lessons could be improved. There are far too many sections. The main topics do not stand out, and, therefore, the pupil is likely to be somewhat bewildered

and unable "to see the woods for the trees." It is unfortunate, moreover, to begin a series of lessons in composition with studies in capitals and follow with the choice of words. The analytical order should have been adhered to in the composition as well as in the grammar. Book II contains also some very loose phraseology, which ought to be corrected in a second edition. It is certainly taking great liberty to speak, for example, of the subjunctive mode as representing only "thoughts," as the authors do on p. 157.

Nevertheless, when all reservation is made, *Lessons in English* is one of the best of the numerous series of language books now on the market. The "wise and capable teacher" for whom it is designed will indeed find it a "friend, guide, and helper." Such a teacher will know how to subordinate the textbook in language to the actual needs of her particular class. In the case of teachers not so wise and capable it is much better that a good text in language should be followed, than that unsystematic and irrational, not to say spasmodic, "language lessons" should be inflicted upon long-suffering childhood.

JAMES F. HOSIC.

CHICAGO NORMAL SCHOOL.

The Industrial History of the United States, for High Schools and Colleges. By KATHARINE COMAN. New York and London: The Macmillan Co., 1905. Pp. xviii + 343 + xxiv.

This book braves the dangers of the pioneer, and thus has an assured value, however sharply it may be criticised. The lines of its conception, too, are broad and bold, but are not fully matched by firmness in execution.

It is designed to serve two masters, the high school and the college. In the necessary compromise resulting, it is the high school that has suffered. The language employed is very far from simple. The ordinary high-school student, as he is found, will often have to use a glossary for words not at all technical, but merely unusual. Technical words and terms are constantly used without explanation, as "quit-rent," "fee simple," "piedmont," Scotch-Irish," "minimum valuation." The style has the same characteristic lack of clearness, being sketchy and having lacunæ which keep the best-informed busy supplying the text. Brevity, that is, is obtained rather by literary shorthand than by discrimination. In the opinion of the reviewer, this work would be useful in high school only for the teacher.

These are not so fatal objections to its use for college work, and its value there will depend rather on its general internal excellence. Here its weakness is of another kind. In spite of the novelty of title and the unusual appearance of the table of contents, there is in fact much less deviation from the ordinary history of the United States than one would expect. Some topics are excluded, some are expanded; in general emphasis is placed upon economic happenings and motives; but few unfamiliar topics are introduced, nor is their arrangement strikingly novel. The importance of this criticism depends upon the use intended for the book: if it were to be made the basis of a separate course, there would be much wasteful repetition; if it be made the basis for additional work in a course in general American history, the similarity of treatment would be advantageous.

In general, the discussions of manufacturing and its problems are good, particularly that for the federalist régime. Commerce receives its due share of attention, and the treatment is satisfactory considering the mass and variety of data involved. The whole question of land distribution in both colonial and later periods is very inade-